Modesto Junior College  
Course Outline of Record  
ESL 43

I. OVERVIEW  
The following information will appear in the 2010 - 2011 catalog

ESL 43 English Speaking and Listening 3  
5 Units

Formerly listed as: ESL - 43: Spoken English 2  
Prerequisite: Satisfactory completion of ESL 33 or qualification by the MJC assessment process.

Continued development in natural pronunciation of American English with emphasis on advanced rhythm, intonation, and stress. Students become adept at oral presentations and gain proficiency in leading discussions. Aural comprehension emphasizes paraphrasing, note taking, and summaries of college lectures.

Field trips might be required. (A-F or P/NP - Student choice) Lecture

II. LEARNING CONTEXT  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   Speaking

   a. Use of all aspects of a dictionary

   b. Advanced production of English segmental and suprasegmental utterances

   c. Clusters between word boundaries

   d. Thought groups and focus words at fluency rates

   e. Stress

      i. Contrastive stress

      ii. Suffixes to predict stress

      iii. Secondary stress

   f. Intonation

      i. Rising when falling is the rule

      ii. Falling when rising is the rule

      iii. Rising and falling

      iv. Little or no intonation

   g. Reduction strings
h. Special emphasis on question tags
   i. Culturally appropriate oral communication skills and interpretation of American speech
      i. Evaluation of speaker intent (m.c.)
      ii. Determine meaning from subliminal patterns (m.c.)
      iii. Expressions of imprecision and hedging (m.c.)
      iv. Interpreting body language and non-verbal communication (m.c.)
      v. Non-judgmental responding (m.c.)
      vi. Awareness of informal and idiomatic language (m.c.)
      vii. Direct vs. subtle speech (m.c.)
   viii. Speculation vs. fact
   ix. Interjection
   x. Expressions of uncertainty
   xi. Key phrases for important facts

j. Critical thinking applied to common life situations in solo and group discussions (m.c.)

k. Initiation, continuation, and conclusion of social discussions

l. Interpretation of information from a table or chart

m. Self/peer monitoring to correct inflection and pronunciation errors

n. Conversational speech acts (m.c.)
   i. Suggestions and advice (acceptance/refusal)
   ii. Agreement/Disagreement
   iii. Argumentation
   iv. Entering/Ending conversations

o. Heading discussion groups (m.c.)
   i. Entering discussion
   ii. Asking for more information
   iii. Agreeing/disagreeing
   iv. Supporting one’s opinion
   v. Connecting ideas to others
   vi. Keeping discourse focused
   vii. Encouraging others to participate
   viii. Bringing group to consensus
Oral Presentation (m.c.)

i. Manuscript, memorized, impromptu, extemporaneous

ii. Introduction, body, conclusion

iii. Notecard

Listening

a. Practice of pre-listening strategies

b. Sustained listening at an advanced level

c. Taking notes in a variety of forms including outlines, graphs, charts, and other graphic organizers

d. Lecture discourse language (m.c.)

i. Use of examples

ii. Definition of a process

iii. Agreement/disagreement (ask for/express opinion)

iv. Comparison/contrast

v. Problem/solution

vi. Cause/effect

e. Paraphrase

f. Summary

Vocabulary

a. AWL (Academic Word List)

b. Idioms and contemporary expressions

c. Proverbs

d. Word families

2. Recommended Content:

1. Use of PowerPoint in oral presentations

B. Enrollment Restrictions

1. Prerequisites

Satisfactory completion of ESL 33 or qualification by the MJC assessment process.

2. Requisite Skills

Before entering the course, the student will be able to:
a. Identify meanings of words from context (m.c.)
b. Describe how consonants and vowels are used to create sound
c. Illustrate how sounds are reduced or changed
d. Divide a sentence into thought groups
e. Identify focus words with changes
f. Demonstrate patterns of intonation
g. Identify stress of words following basic rules
h. Differentiate between rising and falling patterns in tag questions
i. Predict pronunciation of final endings
j. Illustrate the function of grammar in basic English sentences (m.c.)
k. Start a conversation (m.c.)
l. Express an opinion (m.c.)
m. Demonstrate active participation in a discussion (m.c.)
n. Demonstrate mirroring techniques from recorded devices of simplified current events
o. Understand the major points of listening
p. Write legible notes regarding the major points and some details of a simplified lecture
q. Understanding the organizational words of most lectures
r. Summarize lectures both orally and in writing
s. Predict meaning of words in the AWL
t. Use a dictionary to find a new word

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign oral presentations using visual aids
2. Organize group discussions of academic lectures from audio or video clips
3. Direct group role plays with individually designated student roles (e.g. facilitator, time keeper, recorder, summarizer)
4. Assign outlines and summaries of academic lectures using student-generated notes
5. Assign oral presentations using student-generated PowerPoints on a chosen topic
6. Develop specific exercises which help students transform non-verbal, informal, and subtle speech into academic discourse

7. Provide advanced, increasingly more complex Jazz Chants geared toward the use and practice of academic language and suprasegmental aspects of pronunciation

8. Schedule opportunities for recordings and mirroring of another voice

9. Dictate paragraphs and other kinds of passages which exemplify various aspects of pronunciation, organization, and content

10. Provide frequent opportunities for the extension of controlled conversation into spontaneous conversation, role-playing, and improvisation

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly pre-reading and/or pre-listening discussion of topic
   b. Weekly dialogue practice in pair or group
   c. Regular formal discussion groups
   d. Three to four oral presentations on assigned topics (whole class/small groups) per semester
   e. Weekly vocabulary building practice and activities
   f. Weekly listening activities, summarizing, responses, and note-taking
   g. Regular recordings for self-monitoring of speech and pronunciation

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

   a. Prepare a 10 minute speech on a controversial issue. At the conclusion, your classmates must decide whether you agree or disagree with the side you have argued.
   b. Listen to a portion of an academic lecture. Give the members of your group a summary of the speech.
   c. Listen to the following lecture without taking notes. Figure out a way for the material to be recalled as you listen to the lecture again.
   d. Prepare an effective, ten slide PowerPoint presentation to accompany one of the lectures in the book. You will give a summary of and response to the lecture using PowerPoint.
   e. While listening to the lecture, take notes using one of the note-taking methods we have studied.
   f. Discuss with your group how the information is presented in the lecture to which you have just listened. This will help you recall the information. Listen again and take notes. Remember that your notes should reflect the rhetorical pattern of the lecture. Share your findings with the class.

F. TEXTS AND OTHER READINGS (TYPICAL)

II. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

produce fluently most segmental and suprasegmental aspects of the English language. Successfully lead or participate in group discussions and classroom presentations, comprehend the main ideas and support of academic speech while taking effective notes, and acquire increased vocabulary skills based on the AWL (Academic Word List).

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Use a dictionary to find all information about new word
   b. Demonstrate clearly executed English words and thought groups based on segmental and suprasegmental practice
   c. Differentiate between speech which has been 'naturalized' through the process of linking and reduction and that which has not
   d. Illustrate the nuances of intonation and stress and how it effects meaning
   e. Classify the various parts of discussions and conversation (m.c.)
   f. Interpret the main idea of a speaker who doesn’t want the information disclosed (m.c.)
   g. Apply both formal and informal English to accomplish goals (m.c.)
   h. Use critical thinking to show depth of understanding (m.c.)
   i. Facilitate group participation both as general member and as leader (m.c.)
   j. Demonstrate fluency in an oral presentation that demands questions (m.c.)
   k. Identify progress by self monitoring and correcting
   l. Describe the various methods available to recall important information of academic lectures including note-taking, outlining, and summarizing
   m. Understanding discourse patterns of lectures and language used including providing examples, process, agree and disagree, compare and contrast, problem and solution, and cause and effect (m.c.)
   n. Use words accurately from the AWL in original oral presentations and discussions (m.c.)

2. Recommended Learning Goals
Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. 1. Use technology to create a well-developed PowerPoint presentation
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Chapter quizzes
2. Vocabulary quizzes
3. Tests to assess comprehension of verbal and non-verbal information
4. Oral presentations using outlines, visual aids, and note cards
5. Outlines and summaries of college lectures
6. Midterm exam

B. SUMMATIVE ASSESSMENT
1. End of semester oral presentation
2. Final exam